NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND	School: Gloria M. Sabater Elementary
Chief School Administrator: DR. MARY GRUCCIO	Address: 301 S.E. Boulevard, Vineland, NJ
Chief School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: K-5
Title I Contact: Dr. JoAnne Negrin	Principal: Mrs. Monica Dannenberger
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: mdannenberger@vineland.org
Title I Contact Phone Number: (856)794-6700 EXT. 2030	Principal's Phone Number: (856)794-6700 EXT. 6500

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

___Monica Dannenberger_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 7,409,798.34, which comprised 96.22% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ $7,719,720.00, which will comprise 90% % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Read Across America	#1-2	Read Across America		$5,700
Subs for Children's Literacy Initiative and Literacy Professional Development	#1-2	CLI/CAFÉ/Reader's & Writer's Workshop		$4,700
Parent Communication Tools	#1-3	Parent Communication Tools/Social Media		$10,400
Basic Skills/Read180	#1-3	Basic Skills		$2,500

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Monica Dannenberger	Administration	X	x	x	
Edward Benish	Administration	X	X	x	
Christine Champagne	Teacher	X	X	x	
Tara Wainwright	Teacher	X	X	x	
Caroline Valentino	Teacher	X	X	x	
Heather Zyckowski	Teacher	X	X	x	
Joel Bermudez	Teacher	X	X	x	
Nicole Sapello	Literacy Coach	X	X	x	
Jennifer Hullihen	Parent	X	X		
Sue Bacon	Community Rep	X	X		

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
3/10/15	Sabater School	Program Evaluation				
4/28/15	Sabater School	Needs Assessment	x	x	x	
5/1/15	Sabater School	Schoolwide Plan Development		x	x	
5/10/15	Sabater School	Schoolwide Plan Development	x		x	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Sabater School is a community of learners committed to empowering our children academically, creatively and morally, so that each can reach for the stars and make a positive difference in the world.
	The mission of the Gloria M. Sabater Elementary School is founded on the belief that all students can learn, and that behind every successful learner stands a close community of parents, teachers and neighbors. Our goal is to ensure a safe, creative and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. Together we will empower our students to become the leaders of tomorrow. We expect the best from our community, and will give no less of ourselves.
	The vision and mission statements are reviewed and amended, if appropriate, yearly.
	Collaborations and partnerships with community based organizations are involved and engaged in all possible activities to promote student success and to assist families.
	Continuous improvement is embedded and implied in daily school operations by participative style leadership and management, and integrated into the professional learning community and school leadership team process.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?** The school implemented the program as planned.

2. **What were the strengths of the implementation process?** The strengths of the implementation process included a familiarity with strategies involved in CLI, ESL, Basic Skills, Grade level teaming and Professional Learning Communities, making it possible to build on the known.

3. **What implementation challenges and barriers did the school encounter?** The continuum of the district bilingual program, previously housed at another school was relocated to Sabater, and energies had to be directed toward the moving of supplies, orientation of teachers new to the grade level or to elementary education, and the mobilization of new classrooms. An influx of fifth grade bilingual students created a space issue, which was addressed through creative room design and additional supplies. Technology needs pertaining to the PARCC examination created logistical problems in the moving of computers between the main buildings. The length of the test period created scheduling problems which had to be addressed before each grade level took the test.

4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?** Strengths of the implementation process included an established core of stakeholders who were willing and able to collaborate to work toward the school's goals. The CLI and CAFÉ professional development had become established in every grade level, and the concepts of these programs were extended to the bilingual classes. Weaknesses were reflected in the logistical movement detailed above, and in the budgetary restraints in the area of professional development. New stakeholders had to be brought on board and worked into the grade level teams.

5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** Our School Planning Team (SPT) became the PARCC Committee, which also drew members for the Title I Plan Committee, so that key stakeholders were aware of all aspects of school planning. Our Positive Behavior Support in School (PBSIS) committee was open to anyone and drew large numbers of staff.

6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**   Staff perception was generally positive, depending in large part on the previous school assignment and ability to adapt to the change. We held social events. We worked closely with district supervisors to offer professional development and other supports, and periodic surveys measured the progress.

7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?** The community perceptions were positive. Because Sabater had become a true "neighborhood school", and many students and parents could walk to the school, attendance at all events increased. Because many of our staff members are now bilingual, the comfort level of our families increased. Due to an NJEA grant, our parent and community events included dinner, which enabled whole families to participate. Attendance records were kept and used to measure success. We worked with the City Health Department to provide Safe Routes to School programs for our students.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?**   Grade level groups were used to turnkey professional development in CLI and CAFÉ. Professional learning communites met in groups to determine progress toward goals and next steps. The SPT, now the PARCC Committee in, in order to better meet the new goals relating to the change in state testing. Through CLI and CAFÉ, students were met one on one in conferences with their teachers.

9. **How did the school structure the interventions?** Interventions were structured through the Basic Skills program. They were assessed at specific points in the year through district benchmarks and Read 180. and this program monitored their progress. Basic Skills teachers met frequently to determine the need for further intervention.

10. **How frequently did students receive instructional interventions?** Students in need of intervention students received ongoing intervention in the classroom, by the classroom teacher. Basic Skills teachers provided push-in reading instruction daily in every classroom. Students in extreme need, or those who had previously been Tier III RTI students, received 90 minutes of pull out basic skills instruction five days per week, including Read 180 as replacement reading instruction.

11. **What technologies did the school use to support the program?** Read 180 was a technology program utilized to support the program. Every classroom had either a Smartboard or an Apple TV, in some cases both.

12. **Did the technology contribute to the success of the program, and if so, how?** Technology contributed greatly to the success of the program, particularly in Basic Skills, which utilized Read 180 both to assess and drive the interventions. In addition, technology training played a great role, as students were taught the skills necessary for success on a computer-based state examination.
Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	31		Differentiated Instruction – Classroom teachers are trained in DI. Students work in guided reading groups at their instructional level. Flexible grouping is also utilized. Basic Skills provides supplemental instruction to identified students. Read 180 provides replacement reading for identified students.	
Grade 5	25			Based on the benchmark assessments given in the school, we are increasing proficiency in mathematics. Language arts interventions are partially effective, showing growth in some grade levels more than others. When our data becomes available, we will make adjustments accordingly.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	30		Differentiated Instruction – Classroom teachers are trained in DI. Students work in groups at their instructional level for projects and instruction. Basic Skills provides supplemental instruction to identified students.	
Grade 5	13			Based on the benchmark assessments given in the school, we are increasing proficiency in mathematics. Language arts interventions are partially effective, showing growth in some grade levels more than others. When our data becomes available, we will make adjustments accordingly.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a		
Kindergarten	n/a	n/a		
Grade 1	n/a	n/a		
Grade 2	39		SRA	Focus on instruction at students' reading level; writer's workshop led to improved scores. Data analysis at grade level PLC meetings led to more targeted instruction.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a		
Kindergarten	n/a	n/a		
Grade 1	n/a	n/a		
Grade 2	31		Basic Skills interventions as needed. Everyday Math and supplemental VMath	Focus on instruction at students' reading level; writer's workshop led to improved scores. Data analysis at grade level PLC meetings led to more targeted instruction.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Students with Disabilities	Basic Skills, Read180; Successmaker, Harcourt Trophies, Harcourt Journeys, LEADS	ELA	NJASK 2014		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	Students with Disabilities	Everyday Math; Basic Skills	Mathematics	NJASK 2014		2012-2013	2013-2014
					Grade 4	11	22
					Grade 5	7	6
ELA	Homeless	PARCC	Homeless/Migrant	NJASK 2014		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	Homeless	PARCC; ACCESS; WIDA	ELLs	NJASK 2014		2012-2013	2013-2014
					Grade 4	11	22
					Grade 5	7	6
ELA	Migrant	Everyday Math; Basic Skills	Mathematics	NJASK 2014		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	Migrant	PARCC; KTEA	Students with Disabilities	NJASK 2014		2012-2013	2013-2014
					Grade 4	11	22
					Grade 5	7	6
ELA	ELLs	PARCC, WIDA, , S.I.O.P.	ELLs	NJASK 2014		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	ELLs	Basic Skills, Read180; Harcourt Trophies,	ELA			2012-2013	2013-2014
					Grade 4	11	22

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)			
		Harcourt Journeys, LEADS			Grade 5	7	6	
		Everyday Math; Basic Skills	Mathematics	NJASK 2014				
ELA	Economically Disadvantaged	PARCC; KTEA, Basic Skills, S.I.O.P. Read180, Harcourt Trophies, Harcourt Journeys, LEADS	Students with Disabilities			2012-2013	2013-2014	
					Grade 4	27	31	
					Grade 5	30	25	
Math	Economically Disadvantaged	PARCC, Basic Skills, Read 180	YES	NJASK 2014		2012-2013	2013-2014	
					Grade 4	11	22	
					Grade 5	7	6	
		PARCC, WIDA,	YES					

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)			
ELA	Students with Disabilities	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program	YES	Initial and Final Tests; Benchmarks		2012-2013	2013-2014	
					Grade 4	27	31	
					Grade 5	30	25	
Math	Students with Disabilities	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program	YES	Initial and Final Tests; Benchmarks		2012-2013	2013-2014	
					Grade 4	11	22	
					Grade 5	7	6	
ELA	Homeless	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program		Initial and Final Tests; Benchmarks		2012-2013	2013-2014	
					Grade 4	27	31	
					Grade 5	30	25	
Math	Homeless	FCC Afterschool		Initial and Final Tests;		2012-2013	2013-2014	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
		Enrichment/Intervention Program; FFC Summer Skills Program		Benchmarks	Grade 4	11	22
					Grade 5	7	6
ELA	Migrant	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program		Initial and Final Tests; Benchmarks		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	Migrant	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program		Initial and Final Tests; Benchmarks		2012-2013	2013-2014
					Grade 4	11	22
					Grade 5	7	6
ELA	ELLs	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program		Initial and Final Tests; Benchmarks		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	ELLs	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program		Initial and Final Tests; Benchmarks		2012-2013	2013-2014
					Grade 4	11	22
					Grade 5	7	6
ELA	Economically Disadvantaged	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program		Initial and Final Tests; Benchmarks		2012-2013	2013-2014
					Grade 4	27	31
					Grade 5	30	25
Math	Economically Disadvantaged	FCC Afterschool Enrichment/Intervention Program; FFC Summer Skills Program	YES	Initial and Final Tests; Benchmarks		2012-2013	2013-2014
					Grade 4	11	22
					Grade 5	7	6

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	CLI;CAFÉ, READ 180; PLC Meetings; Vertical Team Meetings; Writer's Workshop; Peer Observation of Writer's Workshop; Core Curriculum Content alignment	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices.
Math	Students with Disabilities	PLC Meetings; Vertical Team Meetings; Core Curriculum Content Standards	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices. Improved practices of data analysis.
ELA	Homeless	CLI; CAFÉ, READ 180; PLC Meetings; Vertical Team Meetings; Writer's Workshop; Peer Observation of Writer's Workshop; Core Curriculum Content alignment	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices.
Math	Homeless	PLC Meetings; Vertical Team Meetings; Core Curriculum Content Standards	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices. Improved practices of data analysis.
ELA	Migrant	CLI; CAFÉ, READ 180; PLC Meetings; Vertical Team Meetings; Writer's Workshop; Peer Observation of Writer's Workshop; Core Curriculum Content alignment	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices.
Math	Migrant	PLC Meetings; Vertical Team Meetings; Core Curriculum Content Standards	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices. Improved practices of data analysis.
ELA	ELLs	ESL, bilingual education, CAFÉ, Common Core, Basic Skills	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices.
Math	ELLs	ESL, bilingual education, Common Core, Basic Skills	YES	Surveys; Walkthrough documentation; Lesson plan	Increased student achievement as a result of improved instructional practices. Improved

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				review;	practices of data analysis.
ELA	Economically Disadvantaged	CLI; CAFÉ, READ 180; PLC Meetings; Vertical Team Meetings; Writer's Workshop; Peer Observation of Writer's Workshop; Core Curriculum Content alignment	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices.
Math	Economically Disadvantaged	PLC Meetings; Vertical Team Meetings; Core Curriculum Content Standards	YES	Surveys; Walkthrough documentation; Lesson plan review;	Increased student achievement as a result of improved instructional practices. Improved practices of data analysis.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/Math	All students	Read Across America Night; Family Nights	YES	Sign in sheets	Improved home/school connection; increased awareness of curriculum; increased amount of parents began attending our various parent nights; teachers began several different parent nights, such as Parent v. Teacher volleyball game., Fiitness Night, Literacy Night and Math Bingo. This led to a positive school climate.
		Parent Teacher Conferences	YES	Sign in sheets	Increased number of parents attending this year's Parent Teacher Conferences.
		Parent Communication Tools (Wednesday Folders, Parent Portal, school website)	YES	Sign in sheets	School newsletter, Wednesday Folder, school calendar, and Social media usage all improved communications with families regarding upcoming events at the school and improved participation and school climate.
	ELL'S	Translators	YES	Sign in sheets	Increased attendance of non-English speaking parents at PTO meetings, Back to School Night, Parent information nights, conferences. And Family Nights. Increased home-school connection as a result of all flyers/notices home translated and having translators available at all programs.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_Monica Dannenberger_____ _____   _____   ___May 15, 2015_____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
Academic Achievement – Reading	NJASK 3,4,5 Language Arts		2012-2013	2013-2014
Academic Achievement - Writing		Grade 4	27	31
		Grade 5	30	25
Academic Achievement - Mathematics	NJASK 3,4,5 Mathematics		2012-2013	2013-2014
		Grade 4	11	22
		Grade 5	7	6
Family and Community Engagement	Surveys; PTO meeting and attendance; Sign-In Sheets from Parent/Family Events	Improved attendance at parent/family events; due to our new designation as a neighborhood school, more parents can walk to events. PRIDE grant obtained through NJEA allowed us to serve nutritious dinners to our families as a part of each event, increasing attendance. Surveys indicated that parents are satisfied with the school. For school-wide events, parent participation remains around 62%.		
Professional Development	District PD Survey; Participation and Contribution to PLC meetings; Staff Surveys after PD	Surveys of staff show satisfaction with PD offered throughout the school year, including technology training following a move from Smart Boards in new classrooms to Apple TV's. PLCs continue to focus on student achievement, with a move toward PARCC training and strategies. CLI and CAFÉ continue to be a schoolwide focus.		
Leadership	Staff Perception Survey; Professional Learning Community Teacher Survey	High approval rating of administration and practices. 99% approve of the administrative team's leadership style and 94% approve to the administrative approach to student discipline.		
School Climate and Culture	Staff Perception Survey; Professional Learning Community Minutes; Discipline records	We are in the second year of a school-wide PBSIS (Positive Behavior Support in School) program, which has dramatically revitalized school climate and culture. As a part of this program, students are challenged to embrace the six pillars of		

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		character which include trustworthiness, fairness, respect, responsibility, citizenship, and caring. Parents and students feel that the school is a safe, welcome place in which to learn. Administration and guidance address students who are frequently late and/or absent with personal phone calls and assistance. 100% of classroom teachers believe that character education is an effective tool. 98% of classroom teachers believe that working in PLCs can lead to an increase in student achievement.
School-Based Youth Services	N/A	
Students with Disabilities	NJASK & APA, Class Reading Recording Sheets; Surveys; Lesson plan review; PARCC data; peer observation of CLI lessons	Focus on instruction at students' reading level; writer's workshop led to improved scores on district writing benchmarks.
Homeless Students	NJASK & APA, Class Reading Recording Sheets; Surveys; Lesson plan review; PARCC data; peer observation of CLI lessons	Focus on instruction at students' reading level; writer's workshop led to improved scores on district writing benchmarks.
Migrant Students	ESL, Bilingual Services, school AMAO's	Due to redistricting, Sabater houses a majority of the district's bilingual population, with a continuum K-5 and bilingual special needs students. ESL teachers work with classroom and basic skills teachers to provide services for these students. 59% of ELLs will meet AMAO 1; 5% of students who have been in ELL programs for four years or less will meet AMAO 2: 50% of ELL program students for five years or more will meet AMAO 2.
English Language Learners	ESL, Bilingual Services, school AMAO's	Due to redistricting, Sabater houses a majority of the district's bilingual population, with a continuum K-5 and bilingual special needs students. ESL teachers work with classroom and basic skills teachers to provide services for these students. 59% of ELLs will meet AMAO 1; 5% of students who have been in ELL programs for four years or less will meet AMAO 2: 50% of ELL program students for five years or more will meet AMAO 2.
Economically Disadvantaged	NJ ASK 3,4,5; AYP	92% of our students are economically disadvantaged.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

    Three Perception Surveys were delivered to school stakeholders in April. The Teacher Survey was offered through Google, the Parent Survey was sent out in students' Wednesday folders, and teachers administered the student surveys during the school day. At PARCC Committee meetings, strategies were studied and put into place school wide in order to prepare our students technologically and academically in the Common Core. Professional Learning Community (PLC) meetings allowed teachers to analyze student achievement results in order to identify our needs as a school. Discussion about meaningful professional development and instructional priorities were the focus of grade level meetings and Professional Learning Community Meetings held throughout the year. CLI will remain a priority focus for grades K-3, and CAFÉ will be extended to all grades. We have had professional development in CAFÉ strategies delivered by practitioners in our own classrooms, and all teachers now utilize these strategies.

2. What process did the school use to collect and compile data for student subgroups?

    School staff attended faculty meetings, School Planning Team meetings, grade level meetings, and PLC meetings in order to determine our priority problems and school goals. Teachers utilize Scholastic Reading Inventory (SRI), and Fountas and Pinnell Testing. The main purpose of PLC meetings is to collaborate and analyze grade level data, followed by a focus on CAFÉ lesson studies strategies.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

    Sabater School uses measures provided by the state of New Jersey and the Vineland Public Schools, including Read 180. The district utilizes research-based curriculum aligned with the Common Core State Standards, including Everyday Math and Harcourt Trophies/Journeys (Senderos for our bilingual population)

4. What did the data analysis reveal regarding classroom instruction?

    With a growing comfort level regarding Professional Learning Communities, SGO's and increased teacher observations, teachers have become more focused on identification and intervention for students working below grade level, as well as a greater focus on the use of real data in order to address their needs academically. Grade levels have begun to address cross grade level articulation in order to follow these students Working

in PLCs has helped to address these issues. There has been an increase in teacher participation and student referrals for the Intervention & Referral Services Process.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Sabater teachers have begun to realize, as the comfort level with data collection and PLC's has increased, that individual student data is key to intervention. Data analysis, research-based teaching strategies and best practices have become the focus of PLCs.   Professional development opportunities have narrowed to focus on CLI and CAFÉ strategies, including the utilization of a huge cafeteria CAFÉ chart for use during daily DEAR (Drop Everything and Read) sessions. CLI consultants have been contracted to ensure that teachers are able to utilize CLI practices in language arts and writing.   The school continues to utilize embedded PD as teachers collaborate in PLCs. Data analysis has shown PLCs to be effective in increasing student achievement, as teachers work together to use data to drive instruction at all grade levels.

6. How does the school identify educationally at-risk students in a timely manner?

Vineland Public Schools have moved from a Response to Intervention (RTI) model for intervention to a basic skills model to immediately identify at-risk students in reading and math. All students are screened at the beginning and end of the year. Progress monitoring occurs every marking period. The school's basic skills team discusses each student and his/her progress, and adjustments are made as needed. Teachers refer at risk students to the I&RS Team, which meets monthly and includes teachers, guidance, administration and parents. Periodically teachers meet with the administrative team to discuss each child working below grade level and to address the specific academic needs. Near the end of the year, teachers evaluate students socially and academically for placement the following year.

7. How does the school provide effective interventions to educationally at-risk students?

Initial screenings using SRI, Fountas & Pinnell running records, and district assessments identify at-risk students in reading and math. Throughout the year, benchmark assessments are administered in order to monitor student progress, and results are analyzed. The I&RS Team schedules follow-up meetings for each student referred to the team, to determine the success or need of the strategies suggested by the team.

8. How does the school address the needs of migrant students?

Migrant students who are bilingual are assessed through ACCESS testing and district initial screenings and progress monitoring. ESL is delivered to students dependent upon assessment.

9. How does the school address the needs of homeless students?

Homeless students are identified through our district's registration process. The guidance and social work department provides appropriate counseling and intervention for these students.   Referrals are made to outside agencies when needed or requested.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The Vineland Public School District has determined that Fountas & Pinnell and the Scholastic Reading Inventory provide important data that can be analyzed to improve instructional programs. Teachers work through PLCs to create grade level appropriate assessments, ensuring that classroom assessments are consistent throughout the grade levels. Supervisors, administration, and teachers worked together to select and implement the LEADS program in grade 5, Harcourt Journeys in grade K- 4 (Senderos in bilingual K-5), and Everyday Math in grades K-5.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Kindergarten teachers made visitations to preschools as a part of the district transition program. In turn, each kindergarten teacher osted a group of preschool students for one day during the spring, providing a spectrum of activities designed to introduce the P4 students to the kindergarten environment. Monthly articulation meetings among kindergarten/preschool teachers were held.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

Identification and provision of specific strategies is essential for students in all subgroups not meeting AYP. Priority problems are selected after careful data analysis. Teachers analyze students' progress through district benchmarks, end of unit tests, running records, report card grades, and informal classroom assessments. Grade levels work in PLC meetings to determine areas of most need. At year end, PARCC scores will be studied to inform teachers of strengths and weaknesses to enable them to plan for future intervention.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Reading	Mathematics
Describe the priority problem using at least two data sources	The identified problems in the area of Language Arts Literacy include all students and the subgroups that did not meet AYP.	The identified problems in the area of Mathematics include the subgroups that did not meet adequate yearly progress
Describe the root causes of the problem	Our economically disadvantaged population (92% of our total population) is frequently below grade level or more behind at the start of each year. Although they are making on average a year's growth, they still struggle to perform on end-of-year state assessments.	Our economically disadvantaged population (92% of all students) continues to perform poorly on standardized assessments. Although the proficiency level is above that of language arts/literacy on state assessments, it decreased dramatically in the last year, across all grade levels.
Subgroups or populations addressed	All Students, economically disadvantaged	All Students, economically disadvantaged
Related content area missed	Language Arts / Literacy	Mathematics
Name of scientifically research based intervention to address priority problems	CLI, CAFÉ LEADS; Sheltered Instruction (S.I.O.P.)	Everyday Mathematics
How does the intervention align with the Common Core State Standards?	Utilizes tiered interventions and directly address NJ CCCS	Utilizes a scaffolding approach to instruction.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Language Arts/Literacy	
Describe the priority problem using at least two data sources	The identified problems in the area of Language Arts Literacy include all students and the subgroups that did not meet AYP.	
Describe the root causes of the problem	All students continue to decrease proficiency in the areas of reading/language arts, as measured by NJASK 3-5	
Subgroups or populations addressed	All Students	
Related content area missed	Language Arts, literacy	
Name of scientifically research based intervention to address priority problems	"A Framework for Understanding Poverty" PLC analysis of NJASK 3-5 content strands Literacy based science curriculum (Seeds of Science, Roots of Reading) which utilizes student strengths (85.05% on NJASK 4) to address weaknesses in literacy	
How does the intervention align with the Common Core State Standards?	Empowers teachers to understand population and directly address NJCCCS	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Gr. K-4	Children's Literacy Initiative; CAFÉ Model; Readers' Workshop; Writers' Workshop	Supervisors, Administration, Teachers	Proficiency in PARCC LAL scores	Research based program based in Philadelphia; ASCD; IRA; ERIC; www.cliontheweb.com
ELA	Gr. 5	LEADS	Supervisors, Administration, 5th Grade Teachers	Proficiency in PARCC 5th Grade LAL scores	NJ Dept. of Education sponsored program nj.gov/education/profdev/pd
ELA	Gr. K-4	Harcourt Trophies/Journeys	Supervisors, Administration, Teachers	Proficiency in PARCC LAL scores; increased Holistic Test scores; improved running record levels	Report of the National Reading Panel; NJDOE sponsored program
ELA & Mathematics	GR K-5 60 min. daily	Basic Skills	Supervisors, Administration, Teachers	Proficiency in PARCC LAL and math scores; fewer students in partially proficient in reading and math	IDEA; http://www.wrightslaw.com
ELA	Gr. K-5	Read 180	Supervisors, Administration, Read 180 Teacher	increase Lexile levels; Proficiency in PARCC LAL scores; fewer student in basic skills reading	Research compendium supporting READ 180 available at www.teacher.scholastic.com
ELA	Gr. 3-5 Tier 3 Students; 90 minutes daily	Read 180	Supervisors, Administration, Read 180 Teacher	increase Lexile levels; Proficiency in PARCC LAL scores; fewer student in basic skills reading	Research compendium supporting READ 180 available at www.teacher.scholastic.com
Cross Curricular, ELL	All students	S.I.O.P.	Supervisors, Administration, Trained Teachers	Proficient scores on state standardized test, AMAOs, district and classroom assessments	Research to support S.I.O.P. can be found at http://www.cal.org/siop/

Table heading: *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*

Use an asterisk to denote new programs

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u>					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Mathematics	Students enrolled in FCC Afterschool Program during the school year, selected by teachers to receive intervention in LA and Math Homeless Migrant ELLs Students with Disabilities	FCC Summer Camp (a grant driven summer academic program through the Family Friendly Grant program)	Daisy Mercado/ Teachers	Increased Lexile levels; increased standardized test scores ; fewer students in remedial basic skills programs.	http://www.chalkboardproject.org/images/PDF/ Extended%20Learning%20final%20rev.pdf

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Language Arts/Literacy	Gr. K-5	Children's Literacy Initiative-Reader's Workshop and Writer's Workshop ongoing coaching and training	Supervisors, Administration, Teachers	Increased PARCC scores; increased Running Record levels; fewer students in Tier 2 and Tier 3 of reading Basic Skills	Researched based program based in Philadelphia; ASCD; IRA; ERIC; www.cliontheweb.com Lucy Calkins Units of Study CAFÉ Model book; Daily 5
LA/Literacy; Math	K-5	Professional Learning Communities/Vertical Team Meetings	Administration, Teachers	Increased scores PARCC in LAL and math; better classroom performance; increased Running Record levels	DuFour's extensive research on the effectiveness of Professional Learning Communities; *Professional Learning Communities at Work*
LA/Math	K-5	Basic Skills	Supervisors, Administration, Teachers	Increased scores PARCC in LAL and math; better classroom performance; increased Running Record levels	Federally supported program to reduce number of special education referrals; http://www.rti4success.org/; research supports intervention-based instruction

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

   The review will be conducted internally by a school-wide committee consisting of district and school level administrators, parents, and teachers.

2. What barriers or challenges does the school anticipate during the implementation process?

3. *We are moving from an RTI model to a traditional Basic Skills model, which calls for a rigorous attention to the data collection process, in order to ensure that all students in need of intervention are identified and addressed appropriately. We are in the process of moving from Harcourt Trophies to Harcourt Journeys series, and Senderos for our bilingual population. Programmatic changes on this scale always present challenges initially, but should lead to a more seamless transition between second and third grade. The movement of students between buildings and in and out of district always presents a consistency problem. In addition, because we now have two buildings on our campus, with third and fourth grade in a separate building, the logistics present some challenges in scheduling to achieve optimum effect.*

4. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   The school's PBSIS committee will oversee the implementation of programs and strategies to address the culture of the entire school. The plan for 2014-2015 was developed in conjunction with representatives from all stakeholder groups. This ensured that

the input from all stakeholders would be fairly represented. The plan will be presented at the opening day meeting and any questions or concerns will be immediately addressed. The plan will also be discussed with parents at Back to School Night.

5. *What measurement tool(s) will the school use to gauge the perceptions of the staff?*

   Surveys and discussion groups will be used to gauge the perception of staff members.

6. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Surveys, participation/attendance, and discussions at PTO meetings will be used to gauge the perception of community members.

7. How will the school structure interventions?

   Struggling students will receive daily supplemental reading from basic skills teachers in grades 1-5. In math, at risk students will receive instruction 2-3 times weekly for 30 minutes. We will utilize a push in model for the entire morning for grades 1-3 during ELA time. This is a district initiative.

8. How frequently will students receive instructional interventions?

   Students working below grade level will receive instructional interventions in reading daily for 30 minutes in addition to their regular classroom lesson. In math, students will receive supplemental pull-out math support 2-3 times weekly for 30 minute sessions.

9. What resources/ technologies will the school use to support the school-wide program?

   Students have access to computers and either SMART boards or Apple TV's in all classrooms. In addition, Chromebooks will be utilized in grades 3-5 in preparation for PARCC testing.

10. What quantitative data will the school use to measure the effectiveness of each intervention provided?

    The school will utilize Fountas & Pinnell Running Records, Scholastic Reading Inventory, and PARCC scores to assess the effectiveness of the program.

11. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Results of the schoolwide program evaluation will be shared with stakeholder groups at Faculty and PTO meetings. The local newspaper paper publishes results such as standardized tests and report card data.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	K-5, All Students	Academic / Writers Workshop / Family Math Night/Math Bingo	Administrations, Parent Inv. Com.	Attendance Rate, Parent Survey	According to research done by the Michigan Dept. of Ed., Lack of Parental Involvement is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup and Elam 1997)
Math					
ELA	K-5, All Students	Grade Level Specific Events (2 per)	Grade Level Teams	Attendance, Rate	
Math					
ELA	K-5, All Students	Communication Tools- Agendas, Thurs. Work Folders, Newsletters, Call-out System	All Staff	Parent Survey	
Math					
ELA	K-5, All Students	Family Health & Fitness Night	PE Teacher	Attendance, Participation	
Math					
ELA	K-5, All Students	Family Art Night	Art Teacher	Student/Parent Artwork, Attendance	
Math					

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the needs assessment?

   Communication through school correspondence and newsletters, and the parents and community members will participate in evening programs to learn skills to help in the student achievement effort.

2. How will the school engage parents in the development of the written parent involvement policy?

   The policy will become topic focus during the parent teacher organization (PTO) meetings and school planning team process.

   Parents will be invited to participate in a committee to develop/revise parent involvement policy.

3. How will the school distribute its written parent involvement policy?

   The policy will be sent home with students in weekly mailing packet…

4. How will the school engage parents in the development of the school-parent compact?

   The compact will become a focus topic during the parent teacher organization (PTO) meetings and school planning team process.

   Parents will be invited to participate in a committee to develop/revise parent involvement policy.

5. How will the school ensure that parents receive and review the school-parent compact?

   The school will address the compact in school newsletters and during back to school night and during parent conferences.

6. How will the school report its student achievement data to families and the community?

Data will be reported via the NJ Department of Education school report card and will be on the agenda for parent evening programs for a family literacy night and a math family game night. Data on their children's progress will be available on the parent portal.

7. How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?

Parents will receive directions to access the NJ Department of Education's website to access pertinent information through school newsletters, and during the family literacy evening program.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Parents will receive directions to access the NJ Department of Education's website to access pertinent information through school newsletters.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

A representative from the PTO was involved the needs assessment of the Unified Plan and direct data from our parent survey was used in the needs assessment and plan development.

10. How will the school inform families about the academic achievement of their child/children?

Individual assessment results are sent, by the district, to parents.

11. On what specific strategies and programs did the school use its 2012-2013 parent involvement funds?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Funds were used for material and food for school events and information sessions. Each grade level sponsored two activities per year, in which funds were used for materials.

12. On what specific strategies and programs will the school use its 2013-2014 parent involvement funds?

There will be a focus integrating priority problems and encouraging parents to attend at least two evening events: Family Literacy Night and Family Math Night. In addition, a priority will be to utilize funds to address parents and students of the targeted population by conducting evening information and support sessions. Other evening programs for families, funded in part through the PRIDE grant, will include Family Health and Fitness Night and Family Art Night.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	65	Ongoing professional development and opportunities for site-based decision making are in place.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	12	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Human Resources Department	**Dr. Joseph Rossi**